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| Grade and Suggestions | English | Maths | Science | History |
| Kinder  Photo story  Digital Camera  Word Processing  Powerpoint  Paint/Draw | Language  Test Structure & Org  Understand concepts about print including digital texts  Literature  Creating Literature  Retell familiar literary texts through performance, illustrations and images  Literacy  Intereacting with others  Use interaction skills including listening  Creating texts  Create short texts  Construct texts using software including word processing | Nil | Nil | Historical Skills  Explanation & communication  Use a range of communication forms and digital technologies |

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| Grade and Suggestions | English | Maths | Science | History |
| Year 1  Photo story  Digital Camera  Word Processing  Powerpoint  Paint/Draw  Web-based Literary and Non-Literacy texts  (blogs; wikis; interactive books)  Digital data logging tools | Language  Text structure and organisation  Understand concepts about print and screen including organisation, navigation buttons, bars and links  Literature  Creating literature  Recreate texts imaginatively ...using digital forms of communication  Literacy  Interpreting, analysing, evaluating  Use comprehension strategies to build literal and inferred meaning from texts they listen to view and reading  Creating texts  Construct texts that incorporate supporting images using software including word. | Nil | Science Inquiry Skills  Planning and conducting  Use informal measurements...with assistance of digital technologies as appropriate. | Historical Skills  Explanation and communication  Use a range of communication forms...and digital technologies. |
| Year 2  Photo story  Digital Camera  Word Processing  Powerpoint  Paint/Draw  Web-based Literary and Non-Literacy texts (blogs; wikis; interactive books)  Digital data logging tools | Language  Text structure and organisation  Know some features of text organisation  Literature  Responding to literature  Identify aspects of different types of literary texts that entertain  Creating literature  Create events and characters using different media  Literacy  Interacting with others  Use interaction skills  Creating texts  Rereading and edit text  Construct texts featuring print visual and audio elements using software including word. | Measurement and Geometry  Shape  Describe and draw two-dimensional shapes with and without digital technologies  Location and transformation  Investigate the effect of one-step slides, flips with and without digital technologies  Statistics and Probability  Location and transformation  Investigate the effect of one-step slides and flips with and without digital technologies | Science Inquiry Skills  Planning and conducting  Use informal measurements...with assistance of digital technologies as appropriate. | Historical Knowledge and Understanding  The Past in the Present  The impact of changing technology on people’s lives |

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| Grade and Suggestions | English | Maths | Science | History |
| Year 3  Photo story  Digital Camera  Word Processing  Powerpoint  Paint/Draw  Web-based Literary and Non-Literacy texts (blogs; wikis; interactive books)  Digital data logging tools  WWW research  Touch typing software  Audio recording software | Language  Text Structure and organisation  Identify the features of online texts that enhance navigation  Literacy  Interpreting analysing evaluating  Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts...  Creating texts  Plan, draft and publish imaginative, informative and persuasive texts...and multimodal elements for audience and purpose  Reread and edit texts ...  Use software including word with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements | Number and Algebra  Number and place value  Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies  Statistics and Probability  Data representation and interpretation  Collect data, organise and create displays ...use of digital technologies | Science Inquiry Skills  Planning and conducting  Suggest ways to plan and conduct investigations to find answers to questions  Processing and analysing data and information  Use a range of methods ... to represent data and to identify patterns and trends. | Historical Knowledge and Understanding  Community and Remembrance  Celebrations and commemorations in other places around the world  Historical Skills  Analysis and use of sources  Locate relevant information from sources provided  Explanation and communication  Use a range of communication forms...and digital technologies |
| Year 4  Photo story  Digital Camera  Word Processing  Powerpoint  Paint/Draw  Web-based Literary and Non-Literacy texts (blogs; wikis; interactive books)  Digital data logging tools  WWW research  Touch typing software  Audio recording software  Spreadsheets  Calculators | Language  Text structure and organisation  Identify features of online texts that enhance readability including text, navigation, links, graphics and layout  Literacy  Interpreting, analysing, evaluating  Use comprehension strategies to build literal and inferred meaning...analysing and evaluating texts.  Creating texts  Plan draft and publish imaginative, informative and persuasive texts...widening range of audiences demonstrating increasing control over structures and features  Use a range of software including word to construct, edit and publish written text, select, edit and place visual print and audio elements. | Number and Algebra  Number and place value  Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder  Money and financial mathematics  Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies  Measurement and Geometry  Shape  Compare and describe two dimensional shapes that r esult from combining and splitting common shapes with and without the use of digital technologies  Location and transformation  Create symmetrical patterns, pictures and shapes with and without digital technologies  Statistics and Probability  Data representation and interpretation  Construct suitable data displays with and without digital technologies ...tables, graphs. | Science Inquiry Skills  Planning and conducting  Suggest way to plan and conduct investigations...  Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate. | Historical Knowledge and Understanding  Fist Contacts  The journeys of At Least one world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.  Historical Skills  Explanation and communication  Use a range of communication forms and digital technologies |

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| Grade and Suggestions | English | Maths | Science | History |
| Year 5  Photo story  Digital Camera  Word Processing  Powerpoint  Paint/Draw  Web-based Literary and Non-Literary texts (blogs; wikis; interactive books)  Digital data logging tools  WWW research  Touch typing software  Audio recording software  Spreadsheets  Calculators  Movie Making Software | Language  Text structure and organisation   * Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation   Expressing and developing ideas   * Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaiing their effect on viewers’ interpretations   Literature  Responding to literature   * Present a point of view about particular literary texts using appropriate metalanguage and reflecting on the viewpoints of others   Creating literature   * Create literary texts using realistic and fantasy settings... * Create literary texts that experiment with structures...   Literacy  Interpreting, analysing, evaluating   * Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources   Creating texts   * Plan draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures language features images and sound appropriate to purpose and audience. * Use a range of software including word processing programs with fluency to construct edit and publish written text and select edit and place visual print and audio elements | Number and Algebra  Number and place value   * Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies * Solve problems involving division by a one digit number, including those that result in a [remainder](http://www.australiancurriculum.edu.au/Glossary?a=M&t=remainder)   Statistics and Probability  Data representation and interpretation   * Construct displays, including column graphs, [dot plots](http://www.australiancurriculum.edu.au/Glossary?a=M&t=dot+plots) and tables, appropriate for [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) type, with and without the use of digital technologies | Science Inquiry Skills  Planning and conducting   * With guidance, select appropriate [investigation](http://www.australiancurriculum.edu.au/Glossary?a=S&t=investigation) methods to answer questions or solve problems * Decide which [variable](http://www.australiancurriculum.edu.au/Glossary?a=S&t=variable) should be changed and measured in fair tests and accurately observe, measure and record [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data), using [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=digital+technologies) as appropriate   Processing and analysing data and information   * Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data) using [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=digital+technologies) as appropriate [)](http://www.australiancurriculum.edu.au/Elements/ACSIS090)   Communicating   * Communicate ideas, explanations and processes in a variety of ways, including [multi-modal texts](http://www.australiancurriculum.edu.au/Glossary?a=S&t=multi-modal+texts) | Historical Skills  Historical questions and research   * Identify and locate a range of relevant sources   Explanation and communication   * Use a range of communication forms (oral, graphic, written) and digital technologies |

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| Grade and Suggestions | English | Maths | Science | History |
| Year 6 | Literature  Creating literature   * [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) literary texts that adapt or combine aspects of texts students have experienced in innovative ways   Literacy  Interacting with others   * Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for [modality](http://www.australiancurriculum.edu.au/Glossary?a=E&t=modality) and emphasis   Interpreting, analysing, evaluating   * Analyse how [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) work together to meet the purpose of a text * Select, navigate and [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) texts for a range of purposes, applying appropriate [text processing strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+processing+strategies) and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings * Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and [digital texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digital+texts)   Creating texts   * Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures), [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features), images and digital resources appropriate to purpose and [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) * Use a range of software, including word processing programs, learning new functions as required to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts | Number and Algebra  Number and place value   * Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers   Fractions and decimals   * Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies * Add and subtract decimals, with and without digital technologies, and use estimation and [rounding](http://www.australiancurriculum.edu.au/Glossary?a=M&t=rounding) to check the reasonableness of answers * Multiply decimals by whole numbers and perform divisions that result in terminating decimals, with and without digital technologies   Money and financial mathematics   * Investigate and calculate [percentage](http://www.australiancurriculum.edu.au/Glossary?a=M&t=percentage) discounts of 10%, 25% and 50% on sale items, with and without digital technologies   Measurement and Geometry  Location and transformation   * Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies   Geometric reasoning   * Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles   Statistics and Probability   * Chance * Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies | Science Inquiry Skills  Planning and conducting   * With guidance, select appropriate [investigation](http://www.australiancurriculum.edu.au/Glossary?a=S&t=investigation) methods to answer questions or solve problems * Use equipment and materials safely, identifying potential risks   Processing and analysing data and information   * Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data) using [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=digital+technologies) as appropriate   Communicating   * Communicate ideas, explanations and processes in a variety of ways, including [multi-modal texts](http://www.australiancurriculum.edu.au/Glossary?a=S&t=multi-modal+texts) | Historical Knowledge and Understanding  Australia as a Nation   * The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.   Historical Skills  Perspectives and interpretations   * Identify points of view in the past and present   Explanation and communication   * Use a range of communication forms (oral, graphic, written) and digital technologies |

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| Grade and Suggestions | English | Maths | Science | History |
| Year 7 | Language  Language variation and change   * Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating * Text structure and organisation * Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts   Literacy  Texts in context   * Analyse and explain the effect of technological innovations on texts, particularly [media texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=media+texts)   Creating texts   * Use a range of software, including word processing programs, to confidently [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create), edit and publish written and [multimodal texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=multimodal+texts) | Number and Algebra  Real numbers   * Express one quantity as a fraction of another, with and without the use of digital technologies * Find percentages of quantities and express one quantity as a [percentage](http://www.australiancurriculum.edu.au/Glossary?a=M&t=percentage) of another, with and without digital technologies.   Money and financial mathematics   * Investigate and calculate 'best buys', with and without digital technologies | Science Inquiry Skills  Planning and conducting   * Collaboratively and individually plan and conduct a range of [investigation](http://www.australiancurriculum.edu.au/Glossary?a=S&t=investigation) types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed * In fair tests, measure and control variables, and select equipment to collect [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data) with accuracy appropriate to the task   Processing and analysing data and information   * Construct and use a range of representations, including graphs, keys and models to represent and [analyse](http://www.australiancurriculum.edu.au/Glossary?a=S&t=analyse) patterns or relationships, including using [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=digital+technologies) as appropriate   Communicating   * Communicate ideas, findings and solutions to problems using [scientific language](http://www.australiancurriculum.edu.au/Glossary?a=S&t=scientific+language) and representations using [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=digital+technologies) as appropriate | Historical Skills  Historical questions and research   * Identify and locate relevant sources, using ICT and other methods   Explanation and communication   * Use a range of communication forms (oral, graphic, written) and digital technologies |

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| Grade and Suggestions | English | Maths | Science | History |
| Year 8 | Language  Text structure and organisation   * Understand how [cohesion](http://www.australiancurriculum.edu.au/Glossary?a=E&t=cohesion) in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims   Literacy  Texts in context   * Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication   Interpreting, analysing, evaluating   * Apply increasing knowledge of vocabulary, [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) to understand the content of texts   Creating texts   * [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate * Use a range of software, including word processing programs, to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create), edit and publish texts imaginatively | Number and Algebra  Number and place value   * Carry out the four operations with integers, using efficient mental and written strategies and appropriate digital technologies   Real numbers   * Solve problems involving the use of percentages, including [percentage](http://www.australiancurriculum.edu.au/Glossary?a=M&t=percentage) increases and decreases, with and without digital technologies * Solve a range of problems involving rates and ratios, with and without digital technologies   Money and financial mathematics   * Solve problems involving profit and loss, with and without digital technologies   Linear and non-linear relationships   * Plot linear relationships on the Cartesian plane with and without the use of digital technologies | Science Inquiry Skills  Communicating   * Communicate ideas, findings and solutions to problems using [scientific language](http://www.australiancurriculum.edu.au/Glossary?a=S&t=scientific+language) and representations using [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=digital+technologies) as appropriate | Historical Skills  Historical questions and research   * Identify and locate relevant sources, using ICT and other methods   Explanation and communication   * Use a range of communication forms (oral, graphic, written) and digital technologies |

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| Grade and Suggestions | English | Maths | Science | History |
| Year 9 | Literacy  Creating texts   * Use a range of software, including word processing programs, flexibly and imaginatively to publish texts | Number and Algebra  Money and financial mathematics   * Solve problems involving [simple interest](http://www.australiancurriculum.edu.au/Glossary?a=M&t=simple+interest)   Linear and non-linear relationships   * Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software * Sketch linear graphs using the coordinates of two points   Measurement and Geometry  Pythagoras and trigonometry   * Use [similarity](http://www.australiancurriculum.edu.au/Glossary?a=M&t=similarity) to investigate the constancy of the sine, cosine and tangent ratios for a given [angle](http://www.australiancurriculum.edu.au/Glossary?a=M&t=angle) in right-angled triangles * Apply trigonometry to solve right-angled triangle problems   Statistics and Probability  Data representation and interpretation   * Identify everyday questions and issues involving at least one numerical and at least one [categorical variable](http://www.australiancurriculum.edu.au/Glossary?a=M&t=categorical+variable), and collect [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) directly from secondary sources * Construct back-to-back stem-and-leaf plots and histograms and describe [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data), using terms including ‘skewed’, ‘symmetric’ and ‘bi modal’ * Compare [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) displays using [mean](http://www.australiancurriculum.edu.au/Glossary?a=M&t=mean), [median](http://www.australiancurriculum.edu.au/Glossary?a=M&t=median) and range to describe and interpret numerical [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) sets in terms of location (centre) and spread * Investigate techniques for collecting [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data), including [census](http://www.australiancurriculum.edu.au/Glossary?a=M&t=census), sampling and observation | Science Inquiry Skills  Questioning and predicting   * Formulate questions or hypotheses that can be investigated scientifically   Planning and conducting   * Plan, select and use appropriate [investigation](http://www.australiancurriculum.edu.au/Glossary?a=S&t=investigation) methods, including field work and laboratory experimentation, to collect reliable [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data); assess risk and address ethical issues associated with these methods * Select and use appropriate equipment, including [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=digital+technologies), to systematically and accurately collect and record [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data)   Processing and analysing data and information   * [Analyse](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Analyse) patterns and trends in [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data), including describing relationships between variables and identifying inconsistencies   Communicating   * Communicate scientific ideas and information for a particular purpose, including constructing [evidence](http://www.australiancurriculum.edu.au/Glossary?a=S&t=evidence)-based arguments and using appropriate [scientific language](http://www.australiancurriculum.edu.au/Glossary?a=S&t=scientific+language), [conventions](http://www.australiancurriculum.edu.au/Glossary?a=S&t=conventions) and representations | Historical Skills  Historical questions and research   * Identify and locate relevant sources, using ICT and other methods   Analysis and use of sources   * Process and synthesise information from a range of sources for use as [evidence](http://www.australiancurriculum.edu.au/Glossary?a=H&t=evidence) in an historical argument   Explanation and communication   * Select and use a range of communication forms (oral, graphic, written) and digital technologies |

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| Grade and Suggestions | English | Maths | Science | History |
| Year 10 | Literacy  Creating texts   * Use a range of software, including word processing programs, confidently, flexibly and imaginatively to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create), edit and publish texts, considering the identified purpose and the characteristics of the user | Number and Algebra  Money and financial mathematics   * Connect the [compound interest](http://www.australiancurriculum.edu.au/Glossary?a=M&t=compound+interest) formula to repeated applications of [simple interest](http://www.australiancurriculum.edu.au/Glossary?a=M&t=simple+interest) using appropriate digital technologies   Patterns and algebra   * Substitute values into formulas to determine an unknown   Linear and non-linear relationships   * Solve problems involving linear equations, including those derived from formulas * Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology * Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate   Measurement and Geometry  Pythagoras and trigonometry   * Solve right-angled triangle problems including those involving direction and angles of elevation and depression   Statistics and Probability   * Data representation and interpretation * Construct and interpret [box plots](http://www.australiancurriculum.edu.au/Glossary?a=M&t=box+plots) and use them to compare [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) sets * Use scatter plots to investigate and comment on relationships between two continuous variables | Science as a Human Endeavour  Nature and development of science   * Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community   Science Inquiry Skills  Questioning and predicting   * Formulate questions or hypotheses that can be investigated scientifically   Processing and analysing data and information   * [Analyse](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Analyse) patterns and trends in [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data), including describing relationships between variables and identifying inconsistencies   Evaluating   * [Evaluate](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Evaluate) conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data)   Communicating   * Communicate scientific ideas and information for a particular purpose, including constructing [evidence](http://www.australiancurriculum.edu.au/Glossary?a=S&t=evidence)-based arguments and using appropriate [scientific language](http://www.australiancurriculum.edu.au/Glossary?a=S&t=scientific+language), [conventions](http://www.australiancurriculum.edu.au/Glossary?a=S&t=conventions) and representations | Nil |